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AUTHOR Hyun, Eunsook
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ABSTRACT

In 1995, a nationwide collaborative research-net was formed to articulate practically an early childhood education (ECE) teacher preparation curriculum framework based on developmentally and culturally appropriate practices (DCAP). This paper presents and discusses findings of the 5-year study involving teacher educators from California, Florida, Georgia, Minnesota, Pennsylvania, Oklahoma, and Texas. Based on the theoretical frameworks of social phenomenology and hermeneutics, shared key ideological constructs were drawn from several sources, including developmentally appropriate practice, anti-bias education, critical pedagogy, and multiple/multiethnic perspective taking. Seven ECE faculty from seven states actively participated in the research-net activity. Each had infused the DCAP teacher education curriculum components into field-based courses and were electronically connected to prospective teachers to share experiences. Data were composed of interview transcripts, field notes, instructional materials, e-mail messages, Internet WebBoard discussion, and presentation papers. Qualitative data analysis techniques were used. Findings indicated that each site had a unique DCAP-based approach in responding to the nature of the community they serve. The paper outlines the themes emerging from analysis: (1) autobiographical approach and reflective activity as keys to teacher preparation; (2) field integration and transforming oneself as a life-long learner; (3) social pro-activism; (4) new self image as co-learner; (5) effectiveness of DCAP-based teacher education curriculum; (6) emerging self- critical questions; and (7) obstacles and dilemma to implementing DCAP-based teacher preparation. The paper's four appendices describe how four universities prepare their early childhood teachers to work with young children and families from various ethnic/racial/cultural backgrounds. (Contains 57 references plus additional references in appendices.) (KB)

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By

Eunsook Hyun, Ph.D.,
Associate Professor
Florida Gulf Coast University
College of Education
Fort Myers, FL 33965-6565
e-mail: ehyun@fgcu.edu
941-590-7798 (Tel), 941-590-7801(Fax)

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with

Rosario Morales, Ed.D.,
Associate Professor
Division of C & I School of Education,
California State University-LA,
5151 State University Drive,
Los Angeles, CA 90032-8142,
(tel)213-343-4358, Fax; 213-343-5458
e-mail: RMor102734@aol.com

Georgianna Duarte, Ph.D.,
Professor
University of Texas Brownsville
Brownsville, Texas 78578,
(tel)956-454-6100, Fax: 210-982-0293
e-mail: Duarte@UTB1.UTB.EDU

Saundra DiPento, Ed.D.,
Associate Professor
Department of Education
Southeastern Oklahoma State University-Station A
Durant, Oklahoma 74701
(tel)580-745-2438, Fax: 405-920-7473,
e-mail: sdipento@atoka.net

Jocelynn Smrekar, Ph.D.,
Assistant Professor,
Education Department, Clarion University of PA. Clarion, PA, 16814,
Tel: (814) 393-1622, Fax: (814) 393-2558,
e-mail: jsmrekar@MAIL.CLARION.EDU

Celeste Matthews, Ph.D.,
Associate Professor,
Department of Education, Winona State University, Winona, MN, 55987,
Tel: (507) 457-5875, Fax: (507) 457-5354,
e-mail: cmatthews@vax2.winona.msus.edu

Jill Ardley, Ph.D.,
Assistant Professor, Clark Atlanta University, Western Carolina Center FIPP Department 300 Enola Rd., Morganton, NC 28655-0000.Tel: (828) 433-2661,
e-mail: jardley@email.msn.com

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How Do We Prepare Future Early Childhood Teachers For Developmentally and Culturally Appropriate Practice (DCAP) Among Seven Different States in U.S.?

Brief Backgrounds

Due to the diverse demographic changes and social-political awareness, U.S. teacher education programs have been seriously expected to prepare teachers for "education that is multicultural --a significant task for initial teacher preparation. The U.S. National Council for the Accreditation of Teacher Education (NCATE) Standards discuss the necessity of addressing Developmentally Appropriate Practice (DAP) (Bredekamp & Copple, 1997) in conjunction with multicultural education in early childhood teacher preparation curriculum. Over the last decade, however, many early childhood educators have critiqued DAP (Bowman, 1994a, 1994b, 1992; Bredekamp & Rosegrant, 1992, 1995; Cannella, 1998, 1997; Cannella & Viruru, 1999; Delpit, 1988, 1995; Derman-Sparks, 1992; Jipson, 1991; Hyun, 1998; Mallory & New, 1994; Spodek & Brown, 1993; Swadener & Miller-March, 1993). DAP, they argue, must pay greater attention to cultural differences and be extended to include culturally appropriate practice. In response to this criticism, several teacher educators developed a teacher preparation curriculum framework which expands DAP to include a strong cultural component that is entitled early childhood teacher preparation for Developmentally and Culturally Appropriate Practice (DCAP) (Hyun 2000; Hyun & Marshall, in press; Hyun, DiPento, Duarte, Matthews, Morales, & Smrekar, 2000; Hyun, Smrekar, DiPento, & Matthews, 1999; Hyun, 1998; Hyun, 1996; Hyun, 1995; Hyun, & Marshall, 1997; Hyun,

& Marshall, 1996; Hyun, Marshall, & Dana, 1995; Morales, 1997). It is comprised of an inquiry and process-oriented teacher preparation curriculum framework and intends to help prospective teachers develop multiple/multiethnic perspective-taking abilities and culturally congruent critical pedagogy. In 1995 a nationwide collaborative research-net was formed to practically articulate the DCAP-based teacher preparation curriculum framework in early childhood teacher education. Currently, a collaborative group of people composed of practitioners, prospective teachers, and professors in teacher education are investigating and reflecting on the effectiveness, dilemmas and obstacles in implementing a DCAP-based teacher preparation curriculum framework.

Objective and Scope

This paper is designed to present and discuss results of the five-year collaborative research-net study. Objectives of the study were; What are effective strategies, dilemmas and obstacles in implementing DCAP-based teacher preparation curriculum? How do we approach DCAP-based teacher preparation differently in each state to match with community contexts and needs? Seven early childhood teacher education faculty from California, Florida, Georgia, Minnesota, Oklahoma, Pennsylvania and Texas, discuss similarities and differences in implementing a DCAP-based early childhood teacher education framework.

Theoretical Framework

Social phenomenology and hermeneutics are the theoretical frameworks that have guided the research-net activities. The Early Childhood Teacher Preparation for DCAP

provides key concepts that are shared and used by the ECE faculty participants for their DCAP-based teacher preparation projects.

The Social Phenomenology perspective sees that individuals construct and reconstruct their unique understanding of reality, which is considered inter-subjectivity. This inter-subjectivity becomes objectified as the experiential world that every person takes for granted. Multiple ways of interpreting objectified inter-subjectivities are available to constitute reality. This perspective asks the question, "What is the structure and essence of experience of this phenomenon for these people?" (Schultz, 1970). This theoretical framework enables each researcher to explore their unique institutional and community structures for DCAP-based teacher preparation.

The Hermeneutics perspective is concerned with ways to explain, translate, and interpret perceived reality. It asks the question, "What are the conditions under which a human act took place or a product was produced that makes it possible to interpret its meanings?" (Patton, 1990). Thus hermeneutics and social phenomenology are two of the theoretical frameworks enabling the researchers to interpret and understand the reasons behind certain DCAP-based teacher preparation curriculum in each participant's own institution and community.

Conceptual Framework:

Several shared key ideological constructs were are based on ideas from the following sources:

(a) DCAP teacher education framework (Hyun, 1998, 1996); (b) Developmentally Appropriate Practice (DAP) (Bredekamp & Copple, 1997); (c) Goals for Education That

Is Multicultural and Appropriate Messages for Young Children (Banks, 1994; Sleeter & Grant, 1999; Hyun, 1996; York, 1991); (d) Anti-Bias Education (Derman-Sparks,1989); (e) Critical Pedagogy (Giroux, 1997; Giroux & Simon, 1989; Hyun, 1998; 1996; Nieto, 1992;); (e) Multiple/Multiethnic Perspective-Taking (Hyun & Marshall, 1997); and (f). Inquiry-oriented Reflective Supervision (Hyun & Marshall, 1996).

DCAP requires an experiential teacher preparation curriculum that is more than "knowledge-based". The principle ideas behind DCAP-based teacher education curriculum are outlined below in Table 1(see Hyun, 1998; Hyun, 1996; Hyun & Marshall, 1997, Hyun & Marshall, 1996).

Table 1. Basic Concepts for DCAP-Based Teacher Education Curriculum

- **Autobiographical approach**

Who am I?
- Where does my culture come from?
- What was the culture of my parents and my grandparents?
- With what culture group(s) do I identify?
- What are the characteristics of my culture?
- What is the cultural relevance of my name?

How is my culture important?
Do I share it with others? How? Why? Why not?
Did my cultural background help me learning and living in school?
In what ways? or Why not?
How did I decide to become a teacher? What cultural aspects were involved in the process?
What do I understand to be the relationship between culture and education?
What unique abilities, aspirations, expectations, and limitations do I have that might influence my relations with culturally diverse young children?
In what ways does my culture help me to be an appropriate practitioner with children from diverse cultural backgrounds?
Do I have some specific culture in mind that I can most comfortably work with?
What allows me to think in these ways?
Do I need additional multicultural knowledge?
What additional multicultural knowledge do I need for my future as an early childhood education teacher?
What can I do to achieve my needs?
How can my teacher preparation program serve my needs?
How do those needs pertain to who I am?

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- **Developmentally Appropriate Practice (DAP)**
  - Age Appropriateness
  - Individual Appropriateness
  - Social Cultural Appropriateness
  - Play-oriented/Child-Initiated/Child-Directed Plan and Learning

- **Goals for Education That Is Multicultural and Appropriate Messages for Young Children**
  - Goals: Restructuring Schools for Equal Opportunity
    - To help individuals reach their full potential so that they are in control
    - Function Cross-Culturally
      - Knowledge
      - Perception
      - Attitudes
      - Skills and Dispositions
      - Patterns of behavior
    - Transform Curriculum for Knowledge Construction
      - To help students become more aware of themselves as individuals and of their culture and/or cultures
      - To help individuals develop an understanding of and appreciation for the cultures of others
      - To encourage individuals to support and interact within many different cultural groups
  - Appropriate Messages for Young Children:
    - Everyone is different from others: It is all right to be different.
    - Differences are good and have value.
    - Everyone deserves to choose how they want to live.
    - Everyone deserves the same opportunities regardless of gender, race, age, class, religion, physical conditions, sexual preference, family background, home culture and life, learning style, or communication style.

- **Anti-Bias Education**
  - Goals:
    - To change inequality and sources of stereotypes;
    - To enable every child to construct a knowledgeable and confident self-identity;
    - To develop a safe, empathic, just, and diverse interactive learning environment;
    - To develop the knowledge and skills needed to stand up for oneself in the face of injustice.
  - Contents:
    - People can change the social structures that perpetuate injustice;
    - If the structure changes, people's attitudes will change;
    - Students can be taught to take action against inequalities present in the classroom, school, and society regarding race, ethnicity, gender, language, religion, sex, physical and mental ability , and class;
    - Children need to be encouraged to do decision making, to act on their own choices, and be given opportunities to work cooperatively;
    - Children can be taught skills of problem solving and critical thinking;
    - Children need to be provided with experiences in taking social action.

- **Critical Pedagogy**
  - Main Characteristics:
    - Allows different students' voices to be heard and legitimated and takes the problems and needs of students as its beginning point;
    - Accepts and uses students' experiences, culture, and language as learning resources;
    - Respects and values different perspectives;
    - Includes decision-making and social-action skills;

Culturally Congruent Critical Pedagogy:
Implies one-to-one correspondence between what happens in the home and the school; seeks consistency between children's home-school experiences.

Culturally Congruent Critical Pedagogy for Early Childhood Education:
Allows children freely express and show the importance of their own family culture and identity;
Employs children's personal experience, family culture, and diverse language expressions as important sources of learning and teaching;
Respects differences in perceiving and understanding ;
Plans instruction on the basis of the children's diverse ways of decision-making style and their social action skills

- **Multiple/Multiethnic Perspective Taking**

First-Person Perspective-Taking = Single-Ethnic Perspective-Taking
Egocentrism, ethnocentrism, and cultural myopia direct the person's thinking and behavior. Knowing about self and examining one's own cultural paradigm which has formed one's own thinking and behavior are limited. Expectations of others' sense making of living, learning, problem solving approaches, etc., are based on one's point of view, which is derived from one's own family background. Inappropriate or unfair value judgments regarding others may occur in the person's social interaction.

Second-Person Perspective-Taking = Bi-Ethnic/Cross-Ethnic Perspective-Taking
Ability to comprehend and assume that another person might have a different but equally reasonable perspective. Knowing about self and examining one's own cultural paradigm are active and on-going, simultaneously, in a one-to-one interaction. Expectations of others' sense making of living, learning, problem solving approaches, and so on, that are based on one's point of view are reconstructed and changed. Personal "inner negotiation" with the other person occurs frequently, leading one to develop cross-cultural competencies and to be willing to solve conflicts with others.

Third-Person Perspective-Taking = Multiple/Multiethnic Perspective-Taking
Ability to step out of one's own cultural paradigm and assume that the existence of multiple realities inevitability leads to divergence in all human endeavor. Expecting diverse and multiple ways of making sense of living or learning provides diverse problem solving approaches in any social context. Realizing that there were, are, and always will be multiple perspectives in a human society, and that these multiple perspectives have been derived from each individual's unique family ethnicity, this individual family ethnicity is valued and treated equally. This realization leads to a willingness to explore, learn about, and respect diverse perspectives from various family ethnic practices.

Based on this background knowledge, the teachers' dialectical thinking comes into play in their reflection, that is, by critically inquiring whether every child in the classroom has received an equal and culturally congruent teaching and learning experience for their developmental changes and growth. The teacher strives to learn about and understand each child's unique family influence, which directly affects the child's development, learning, and problem solving skills. This dialectic leads the teacher to reflect on how she or he can use the child's unique background as a powerful instructional tool for all children in the classroom. This kind of fundamental reflective thinking used with the teacher's actual everyday practice would be called developmentally and culturally appropriate practice. Such reflection helps to ensure that the teachers consider multiple and diverse viewpoints as well as long-term social and moral consequences of their decisions. Teaching in this fashion will more likely result in education that is truly multicultural--that is for ALL children.

How can teacher preparation programs prepare early childhood teachers to become process-oriented DCAP practitioners for their teaching outcomes? We need multiple approaches for DCAP early childhood teacher preparation. Table 1-1 describes the multiple approaches that need to be re-addressed, re-

introduced, and re-structured within preexisting early childhood teacher education programs. Details for each approach are elsewhere (see Hyun, 1998, 1996; Hyun & Marshall, 1996, 1997)

Table 1-1. Approaches to Teaching DCAP and Their Respective Aspects

Approaches	Aspects
Need to Re-Address (see Hyun, 1996, 1998)	- Cross-cultural child development - Learning and teaching styles
Need to Re-Introduce (see Hyun & Marshall, 1997)	- Autobiographical self-awareness toward developing sensitivity for diversity - Ways of understanding and valuing the study of culture, ethnicity, and teaching - Multiple/multiethnic perspective taking
Need to Re-Structure (see Hyun & Marshall, 1996)	- inquiry-oriented, reflective internship experiences and supervision - multiple forms of reflectivity: reflection-on-action, reflection-in-action, reflection-for-action, reflection-for- practice

Developmentally and Culturally Appropriate Practice (DCAP) is a culturally congruent critical pedagogy that serves as a fundamental framework for early childhood education for ALL individuals. Critical pedagogy refers to classroom teaching that proceeds from a consideration of children's everyday lives and experiences (Giroux & Simon, 1989). It begins with several fundamental questions that can be raised by reflective teachers, such as: (a) What relationships do my students see between the activity or the work we do in class and the lives they live outside of our classroom? (b) Is it possible to incorporate aspects of students' lived culture into the work of schooling without simply confirming what they already know? (C) Can this incorporation be practiced without devaluing the objects and relationships important to students? and (d) Can this practice succeed without ignoring particular groups of students as "other" within a "dominant" culture? As evidenced through such questions, the notion of critical pedagogy is fundamental to education that is multicultural because "critical pedagogy is based on the experiences and viewpoints of students rather than on an imposed culture" (Nieto, 1992, p. 221).

This critical pedagogy base for DCAP recognizes one essential aspect: consideration of the learner's individual cultural background as shaped by his/her everyday experience at home and in the community. It is this importance of children's' *home culture* that enables DCAP. Successful early childhood education relies more on consistency between home and school cultures than on formal education at any other level. Thus, maintaining cultural congruency between young learners' home and school experience becomes the core of DCAP.

DCAP is pertinent not only to ethnic groups but to ALL young children who are:

- experiencing multi-directional developmental growth and change;
- constructing unique way of knowing and intelligences based on the ways they perceive the world and nature within the cultures they encounter -- different from adults as well as each other;
- facing continuous new social-cultural changes as they grow; and
- living in a family structure, cycle, and environment that are dynamic and changeable (Hyun, 2001; Hyun & Marshall, in review).

Early childhood teacher preparation for DCAP is a teacher education approach that intends to help prospective teachers develop multiple/multiethnic perspective-taking abilities and culturally congruent critical pedagogy so that they can incorporate the cultural diversity of children into their teaching. In this DCAP-based approach, teachers' dialectical thinking comes into play in their reflection; that is, by critically inquiring whether every child in the classroom has received an equal and culturally congruent teaching and learning experience for their developmental changes and growth. The

teacher strives to learn about and understand each child's unique family influence, which directly affects the child's development, learning, and problem solving skills. This dialectic leads the teacher to reflect on how she or he can use the child's unique background as a powerful instructional tool for all children in the classroom. This kind of fundamental reflective thinking used with the teacher's actual everyday practice would be called developmentally and culturally appropriate practice. Such reflection helps to ensure that the teachers consider multiple and diverse viewpoints as well as long-term social and moral consequences of their decisions. Teaching in this fashion will more likely result in education that is relevant for ALL children (see Hyun, 2000; Hyun, DiPento, Duarte, Matthews, Morales, & Smrekar. 2000; Hyun, 1998; Hyun, & Marshall, 1997; Hyun, & Marshall, 1996; Hyun, 1996).

Participants and Diversity Contexts:

Seven ECE faculty from seven different states have actively participated in the research-net activity over the last five years and continue to articulate their unique DCAP-based ECE teacher preparation within their community-oriented teacher education program. Questions participants have studied include:

- How do we prepare future Early Childhood Education (ECE) teachers who are mostly "white", female, from middle socio-economic status and will be working primarily with children from poor Native American culture that is slowly disappearing?

  Saundra DiPento, Ed.D., Associate Professor, Department of Education, Southeastern Oklahoma State University-Station A, Durant, Oklahoma 74701, Tel: (580) 745-2438, Fax: (405) 920-7473, e-mail: sdipento@atoka.net. (See Appendix I)

- How do we prepare future ECE teachers who are mostly Hispanic (over 98%) from middle to low income backgrounds to work with children and families from diverse backgrounds?

Georgianna Duarte, Ph.D., Professor, University of Texas Brownsville, Brownsville, Texas 78578, Tel: (956) 454-6100, Fax: (210) 982-0293, e-mail: Duarte@UTB1.UTB.EDU . (See Appendix II)

- How do we prepare future ECE teachers who are from monocultural rural areas and will be mostly working with children from other rural monocultural influences in order to respond to the world globalization?

Celeste Matthews, Ph.D., Associate Professor, Department of Education, Winona State University, MN, Winona, MN, 55987, Tel: (507) 457-5875, Fax: (507) 457-5354 e-mail: cmatthews@vax2.winona.msus.edu (See Appendix IV)

- How do we prepare future ECE teachers who are from multicultural communities and will be mostly working with children from multiethnic and multilingual cultures?

Rosario Morales, Ed.D., Associate Professor, Division of C & I School of Education, California State University-LA, 5151 State University Drive, Los Angeles, CA 90032-8142, Tel: (213) 343-4358, Fax: (213) 343-5458, e-mail: RMor102734@aol.com. (See Appendix III)

- How do we prepare future ECE teachers who are from "ultra-conservative" socio-economically depressed monocultural rural areas and will be mostly working with children from the rural monocultural influences in a near by a multiethnic metropolitan city?

Jocelynn Smrekar, Ph.D., Assistant Professor, Education Department, Clarion University of PA. Clarion, PA, 16814, Tel: (814) 393-1622, Fax: (814) 393-2558, e-mail: jsmrekar@MAIL.CLARION.EDU

- How do we prepare future ECE teachers who are from urban poor African-American community and will be mostly working with children from the same community background in an urban setting?

Jill Ardley, Ph.D., Assistant Professor, Clark Atlanta University, Western Carolina Center FIPP Department 300 Enola Rd., Morganton, NC 28655-0000.Tel: (828) 433-2661. e-mail: jardley@email.msn.com

- How do we prepare future ECE teachers who are mostly "white" female, from male dominant middle class culture and will be mostly working with children from poor and at risk female headed families, gay/lesbian families or linguistically and ethnically diverse poor migrant farm-worker Hispanic families in a "divided" community?

Eunsook Hyun, Ph.D., Associate Professor, Florida Gulf Coast University, College of Education Fort Myers, FL 33965-6565, Tel: (941) 590-7798, Fax: (941) 590-7801, e-mail: ehyun@fgcu.edu

Brief Contexts for Data Collection:

Each research participant has infused the DCAP teacher education curriculum components into their field-based courses. In addition, during 1998-1999, using the research-net web-site and Internet WebBoard, the ECE faculty and prospective teachers were electronically connected to share their experiences. Through ECE prospective teachers' multiple forms of course performances as research data (autobiography, academic journals, lesson plans, field observation notes, interviews, Internet WebBoard discussion, etc.), the research participants studied effectiveness, dilemma, and limits to continuously de-construct and re-construct their DCAP-based teacher preparation curriculum that would match with the diverse population they were working with in each of the community. The data were collected annually; Materials from each participant's annual presentation on DCAP-based teacher preparation curriculum effectiveness, dilemma, and limits are collected by E. Hyun each year at the NAECTE and the NAEYC conference presentation. The data are composed of interview transcripts, field notes, instructional materials, reflective e-mail messages, Internet WebBoard discussion, and presentation papers.

Data Analysis:

Multi-site cross case analysis was used. Data were analyzed qualitatively using data reduction, unit analysis, pattern coding, memoing (Miles & Huberman, 1994; Strauss & Corbin, 1990) in order to find categories and patterns which represent emerging themes. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data. Data reduction occurred continuously throughout the

5 years, 1995-2000. To make deeper, careful, and conceptually coherent sense of what is occurring in the data, a memoing technique was used. In memoing, reflective remarks, marginal remarks, mapping, and pattern coding were utilized throughout the process of data analysis (Miles & Huberman, 1994).

Findings:

Each site has a unique DCAP-based teacher preparation approach in responding to the nature of the community they serve. Key characteristics in each are as follows;

- How do we prepare future Early Childhood Education (ECE) teachers who are mostly "white", female, from middle socio-economic status and will be working primarily with children from poor Native American culture that is slowly disappearing?

  Today, the many Choctaw people are an asset to the society of southeastern Oklahoma. The community is comprised of Hispanics (4%), African-Americans (10%) and Native Americans (38%). The population of public schools reflects similar percentages related to cultural groups. Consequently, more Choctaw are being recognized specifically for their contributions to the educational process in the public school system as well as in the community in general.

  …During the Survey of Early Childhood course, undergraduates spend thirty hours observation and interaction time in educational settings where Choctaw children are a part of the class. Specific games and varied curriculum activities are observed. Undergraduates also experience community involvement when Native American artisans and crafts people demonstrate the Choctaw Snake Dance, Duck Dance, beadwork, pottery making and weaving. Afterwards, the prospective teachers discuss what Developmental and Culturally Appropriate Practices have been observed and applied. Preservice teachers must come to understand, appreciate and show sensitivity. They must devise ways to provide their students with positive and significant cross-cultural experiences. Once this theoretical framework has been established, undergraduates choose a local classroom and gain approval to teach a lesson based on what they have learned. Examples of undergraduate teacher preparation approaches include legendary story telling experiences, units for the Choctaw Native Americans that can be adapted to other Native American cultures and construction of weekly DCAP learning center activities based on experiences that include community involvement. A self-reflection paper including an autobiographical sketch is written by undergraduates. An important outcome is a new perspective and multicultural interpretations of children's development are also given.

  …another primary goal of this teacher preparation is to provide skills and understanding which allow Choctaw children to live in a pluralistic society along with promoting their own unique cultural preservation. Based on this premise, a formal interview was conducted by the ECE faculty with a full-blooded Choctaw female educator. With her permission, a video was made of the interview to share with university students as well as for the Native American children and families (S. DiPento's Report, 2000).

- How do we prepare future ECE teachers who are mostly Hispanic (over 98%) from middle to low income backgrounds to work with children and families from diverse backgrounds?

  ...In the border regions of South Texas and northern states of Mexico, there are predominately Hispanic, and native born Mexican Nationals that are students and teachers of the public school districts. Over 98% of the population in the region speak Spanish, and the majority of students (over 86%) of the students who enter the early childhood program are bilingual in English and Spanish. However, the region is rapidly changing, and due to international businesses, the international port of Brownsville, Texas, more and more language groups are becoming a part of the community.

  ... this teacher preparation program focus on fostering the prospective teachers' abilities of analyzing the community forces and encouraging learners' responsibilities for their own learning through individual and cooperative learning. The program also included numerous experiences and intentional opportunities to interact with the diverse populations such as:
  l) Autobiographical survey; 2) Cultural Diversity Content is integrated in ECE courses; 3) Engage in a variety of problem solving activities that challenge their belief systems, their attitudes, and biases; 4) Book Critique: selections are specifically representative of groups other than their own; 5) Interviews of faculty, community individuals or friends that are from diverse cultures; 6) Community based work: Students engage in variety of work that places them in the cultural context of an agency, preschool, or institution that serves a population that is different than their own; 7) Examine one's own ethical and attitudinal issues; and 8) variety of opportunities to observe and participate in international activities. These include, Home visits, Special Events (El Dia de Los Ninos, United Nations), Presentations, International Site Visits: Matamoros and Ciudad Victoria, Mexico, Guest Speakers: China, Saudi Arabia, Taiwan, etc., Enroll in an international course that involves a week of educational activities in Ciudad Victoria, Mexico, which is team-taught by two faculty from the two different institutions... (G. Duarte's Report 2000)

- How do we prepare future ECE teachers who are from monocultural rural areas and will be mostly working with children from other rural monocultural influences in order to respond to the world globalization?

  Wanting students to have the broadest perspectives and exposures to other points of view, we see the Internet as a resource to help student teachers. By accessing a variety of multicultural web sites, students were helped to develop multiple perspective-taking abilities. As future teachers, these experiences can influence future interactions in the classroom. It is our hope that this kind of approach will put students into contact with people they otherwise might not have any contact with.

  ... Because technology has been clearly identified both in national policies as well as by individual research studies as a valuable resource to make education more effective, more diverse, and more interdisciplinary (Clements, Nastasi & Swaminathan, 1993), we decided to explore the current possibilities of the Internet for multicultural opportunities.

  ....We wanted our students to develop a deeper appreciation of cultural diversity and multicultural awareness in order to be knowledgeable and sensitive to their future students who may represent different cultures and perspectives. Many of the Winona State University students come from a regional tri-state geographic base and a large majority of these students are from rural areas. Having grown up in homogeneous communities, our education majors often have limited experience with other cultures and cultural perspectives. Because the students are required to have a laptop computer when they enroll, and many classes use technology to further an understanding

of course content, as well as for research purposes, we felt this was a perfect environment to utilize any websites we could find that would lend themselves to developing this global awareness.

...Our study asked: (1) What kinds of interactive multicultural experiences are available over the Internet. (2) Are there places that student teachers can talk to other student teachers around the world, and (3) what interactive multicultural experiences are available for or with children.

As a result of surfing the web for quality websites to promote multicultural understanding, we found that most participants in the study reported an increased awareness for and appreciation of diverse cultures. They discussed the impact of cross-cultural understandings on education and society with greater sensitivity and awareness of the complex issues. ...They were able to consider the defining role educators have in bringing about changes to combat discrimination and prejudice; and to enhance children's confidence by encouraging their positive self-image as they relate to peoples in other cultures (C. Matthews's Report 2000).

- How do we prepare future ECE teachers who are from multicultural communities and will be mostly working with children from multiethnic and multilingual cultures?

The context in which this research was conducted is a highly multicultural/multilingual university. The race/ethnic groups that make up the demographics include Latinos 52.6% (8,968); Asian Americans/Pacific Islanders 21.7% (8,702); Whites, Non Hispanics 16.4% (2,795); African Americans 8.9% (1,513); and American Indians 0.5% (86). The citizenship status of the students is mostly U.S. citizens 76% (14,899), with 18.1% (3,540) as immigrants and many foreign and non-resident students 4.9% (965) (Cal State L.A. Facts, Dec. 2000). The student body mirrors its surrounding communities...

...Although the students at this university are in a culturally and linguistically diverse setting, it is not assumed that they are knowledgeable about other cultural groups, sensitive to their needs nor that they have the skills needed to be effective in their teaching of diverse students. The cultural diversity course was developed to specifically address early childhood and primary education students. It provides them with opportunities to develop cross-cultural perspectives on urban preschools, children's centers, primary grades in elementary school and emphasizes the role that cultural contributions of diverse communities play in a child's self-image and learning potential.

...The following are some of the instructional activities/assignments that have been utilized in the course: a) Research Project: A Parent-Child Co-authored Book and research paper; b) Prop Box: Learning about Different Cultures and project paper; c) Child Observation related to the Development of Racial Awareness; d) Lesson Plan on Cultural Diversity and Demonstration; e) Field Trip to a Multicultural Children's Bookstore; f) Field Trip to a Children's Center; g) In Class Problem Posing Activities, for example, using the tenets of Transformative Education to develop of activities to meet diverse students' needs and ideas for parent involvement.

...The students in the course have begun to ask critical questions about the current social/political issues that affect education and the children that they teach. They know that this will invariably affect them also. This knowledge and new way of thinking seem to indicate a sense of empowerment for the students as many have stated that they want to make a difference in children's lives and are making a concerted effort to appreciate and honor children's cultural backgrounds and involve their families in their children's education (R. Morales's Report, 2000).

- How do we prepare future ECE teachers who are from "ultra-conservative" socio-economically depressed monocultural rural areas and will be mostly working with children from the rural monocultural influences in a near by a multiethnic metropolitan city?

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...Community is a small town of 5,000 in foothills of the Appalachian Mountains. This is an economically depressed area that has suffered as the coal industry and steel industry dropped off dramatically in the past 20 years. Two types of students attend the university here. Most are from schools that are small, rural, isolated, and Euro-American where practically nothing has changed in decades and that's the way they like it. They are aptly labeled ultra-conservative communities. There are also a good number of students from suburban Pittsburgh. Only 4.5% of the students at the university are African American, with the total minority population at around 7%.

...DCAP teacher preparation has been implemented in both classroom activities and assignments in the field. In class, pre-service teachers have done numerous activities such as reading and discussing books related to developmentally and culturally appropriate practice in ECE, writing autobiographical papers about their own cultures, and drawing and painting each other. Assignments in the field included keeping reflective journals related to cultural diversity in child development and learning, and participating in WebBoard discussions with other ECE prospective teachers and faculty from other states through NAECTE DCAP Research-net (J. Smrekar's Report, 2000).

- How do we prepare future ECE teachers who are from urban poor African-American community and will be mostly working with children from the same community background in an urban setting?

...The mission of the School of Education at Clark Atlanta University is the preparation of graduates who are competent, autonomous professionals with knowledge and sensitivity to meet the needs of African American learners as well as other groups to who education and equity has been denied. The development of scholars, change agents, leaders and mentors who are committed to this concept is pivotal to achieving the School's Mission. (CAU's School of Education, Conceptual Framework, p.1). Applied Research in the way of Developmentally Culturally Appropriate Practices contributes to this mission.

...In order to become change agents for African Americans in urban settings that are economically impoverished, future early childhood teachers are introduced to the nature of teaching and what happens in the classroom in a course entitled, "Clinical Experience: EDC 200". This course affords an opportunity to make a difference through research, service learning, community partnering, field-education, and theoretical development. Students (1) write an autobiographical sketch, (2) examine their attitude's towards education geared at African American's as well as their beliefs towards the poor urban learners, (3) participate in service-learning experiences with other professionals and advocacy groups for education, (4) observe and participate in urban school placements, (5) meet weekly with a faculty representative to analyze and reflect on the clinical experience and their understanding of theories and concepts taught in the co-requisite courses (educational psychology and foundations of education) to see how they apply of do not apply to the situation, and (6) critique books and articles pertaining to African Americans learners. The last area of critiquing African American articles is especially important because drawing from the research of (Hyun, 1995), in order to know others, we must be reintroduced to ourselves in order to counter ignorance of one's own heritage. Once more, this allows our future early childhood teachers to examine the orientation of their beliefs to test how it either enables or binds them from helping children and families within their own community (J. Ardley's Report, 2001).

- How do we prepare future ECE teachers who are mostly "white" female, from male dominant middle class culture and will be mostly working with children from poor and at risk female headed families, gay/lesbian families or linguistically and ethnically diverse poor migrant farm-worker Hispanic families in a "divided" community?

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> …The university is located in the middle of two distinctively different communities within five counties. One side of the community is made of "white" middle or above middle class children and families living in or near by resort areas. The other side is composed of African-American families, single female-parent families, and migrant farm-worker families who are mostly recognized as living in poverty with diverse social, linguistic and ethnic cultural backgrounds. Most prospective teachers are from middle class "white" Euro-American cultural backgrounds with very limited experiences with the human diverse. Most public schools have a large population of children from poor economic backgrounds with individual, linguistic and ethnic diversities. The community that university serves is known as one of the most segregated areas in the U.S. (reported by USA Today, September 1997)

> …Examples of DCAP-based teacher preparation approaches were: Pre and post autobiographical self-awareness activities in conjunction with each of the teacher preparation courses; culturally diverse children and families members' participation in a regular class meetings; field/community base case study; interviews with poor single mothers, single fathers with special need children, poor migrant farm-worker families, and gay and lesbian families with young children; on-site participant observation; on-site visits and discussion with teachers, ECE faculty, and administrators; workshops provided by the community ECE practitioners; home visit with outreach workers; search for/or write children's literature which portraits the diverse young children's home culture with an empowerment for the child's and family's esteem and identity; WebBoard discussion with teachers, principals, center directors, and parents; and multicultural/ multiethnic/inclusive web-site resources and teaching modification (E. Hyun's Report, 2000).

The identified similar emerging themes among the DCAP-based teacher preparation sites as follows:

- Autobiographical approach and reflective activity.

Autobiographical journeys of learning and on-going self-reflection, which are the keys in DCAP-based teacher preparation, have made the learning community to reestablish one's own positive self-identity and self-esteem as well as respect for others:

> *This reflection process causes them to examine their own autobiographical cultural awareness and respect for the Native American children. This DCAP-based teacher preparation utilizes social phenomenology. Children that are not Native American are taking great delight in learning about those different from themselves. Choctaw and Chickasaw children have reestablished their identity and reinforced their cultural self-esteem. (S. D.'s annual report, 1999)*

- Field integration and transforming oneself as a life-long learner.

The teacher educators and the prospective teachers identify themselves as a life-long learner to bring about a culturally congruent and lived curriculum:

> *I have decided to visit the Native -American woman who has all the oral traditions for the young children's education in the community. I need to learn their oral stories to present culturally congruent language art activities for early childhood education major students,... so that the prospective teaches can develop a language art curriculum that would be relevant to the children they will teach.* (Interview with S.D. Reflection, Fall, 1999)

- Social pro-activism.

The teacher educators and the prospective teachers also show their pattern of reflection on social pro-activism that becomes a part of self:

> *I need to be socially pro-active in protecting the children from learning of any biased behaviors. That is one of the important DCAP curriculum practices for the young children.* (J. D's Journal entry, Spring 1998)

- New self image as co-learner.

The prospective teachers see DCAP responds to child's language, special needs, emerging interests and connection making between what has been taught and current events to the learners. By doing so, you as ECE teacher become a co-learner with the culturally diverse children:

> Topic: Your dilemmas or obstacles... (1 of 14), Read 136 times
> Conf: Welcome DCAP prospective teachers!
> From: XXXX XXXX (XXXX@fgcu.edu)
> Date: Wednesday, September 01, 1999 04:36 PM
> *One of the difficulties I have come across is a classroom (second-grade) I have been in is almost totally teacher-directed. Given the requirements of the school to teach from workbooks, I feel this is not DCAP policies. How can we do any different and DCAP lessons when we have to follow the required curriculum?*
> *As the children in the Kindergarten class where I am interning were coloring the letter "B" page of their "Letter People Alphabet Books" (not DCAP, but hold on), a Mexican-American child was counting the buttons around Mr.B which he had colored many different colors. He would count for example "uno, dos, tres butones verde." (forgive my Spanish) When I noticed what he was doing I knelt beside his table and repeated whatever sequence he said. He instantly became the "Spanish teacher" and I soon realized the frustration of learning a new language, especially when learning the word for "purple." He would say it over and over again to help me learn it. Once I said a series of words correctly and he patted me on the back and said "Muy Bueno." The child took a*

typical worksheet and turned it into a wonderful teachable moment! I was the learner to be DCAP for the child's meaning learning process! (1999,Iinternet WebBoard activity)

- Effectiveness of DCAP-based teacher education curriculum.

This topic has continuously emerged during the last 4 years of annual conference presentation. The participants articulate that DCAP-based early childhood education is important, because it:

· *Encourages a true sense of self*
· *Promotes development--growth and change--as a continuum mode*
· *Prepares for the future*
· *Prevents isolation*
· *Discourages denial and fear of differences*
· *Cultivates acceptance* (field notes 1994-1999, and R. M's annual research report 1998 & 1999)

- Emerging self-critical questions.

Four critical questions have emerged as a pattern of dialogue among the ECE faculty participants in the process of their DCAP-based teacher education. The critical questions are:

1. *How do I infuse the notion of DCAP into my teacher education curriculum that is different from others but as a lived one?*
2. *What are my personal experiences this past year that have contributed to the development of my personal multicultural perspective?*
3. *What institutional opportunities have my students and I had to increase our multicultural awareness?*
4. *What issues surrounding diversity do you think our field needs to seriously consider to improve early childhood teacher education in the 21st century?*

(S. M's annual presentation topic and reflective note, Fall 1999)

- Obstacles and Dilemma to implementing DCAP-based teacher preparation..

We have realized that there are many obstacles and dilemma in DCAP-based teacher preparation. Two that seem most apparent phenomena are as noted below.

Many prospective teachers perceived and expressed that, due to the large group classes or state mandates (standards, tests, required lesson plan) teacher driven curriculum is necessary. These standardized curriculums and state-mandated tests are usually not culturally sensitive instruments and do not allow the teacher to adapt the curriculum or assessments to the individuals he or she is teaching. Thus, in some classrooms, an inclusive DCAP-based curriculum is hard to use:

> Topic: Emerging needs of DCAP (2 of 6), Read 67 times
> Conf: Welcome DCAP prospective teachers!
> From: KW (XXXX@YYYY.ZZZ)
> Date: Tuesday, September 07, 1999 07:47 PM
> *I have seen a first hand experience for the need of DCAP in the classroom. I am at a school where there are 25 to 27 kids in a classroom and they have five kindergarten classrooms right now. They have hired a new teacher, which will bring the ration down to 21 to 22 kids for 1 teacher. There are no teacher aids in the classrooms so everything must be handled by the teacher. My cooperating teacher would like to use the DCAP idea with her students but we have been discussing it and have found that it is very difficult with the large ratio of students and we also have a child with a special need in the classroom who needs special attention but because of the large class and the need to be teacher directed it is very hard. Although she and I are trying ideas and really working on getting DCAP in the classroom.* (1999,Iinternet WebBoard activity)
>
> *When the parents, government, etc. demand more accountability through testing, it becomes more difficult to introduce the DCAP curriculum. In their quest to streamline education, folks will question why we would "waste time" on understanding an individual student's culture. (2000, J. S'. data analysis & conclusion)*

Another most apparent characteristic is a cognitive dilemma that seems to limit the rapid progress in DCAP-based teacher preparation. Self-awareness of human diversity through an autobiographical journey of learning and multiple/multiethnic perspective-taking, that is fundamental to bringing DCAP into the classroom, requires prospective teachers' and teacher educators' to engage in on-going critical and reflective thinking about 'change'.

There is always a miss-match between what you think metacognitively and your actual task performance:

> *You know what is important, why such things is important, but you just don't do it, because it requires more than what you usually do.* (1998 Annual meeting reflection note)

> *It is has been difficult for students to face the fact that they don't know their own or the children's cultures like they thought they did. Preservice teachers seemed to go through a period of cognitive dissonance. (2000, J. S'. data analysis and conclusion)*

Summary and Conclusion:

We have realized that there are many obstacles and dilemma in DCAP-based teacher preparation. Two that seem most apparent phenomena are: Many prospective teachers perceive and expressed that, due to the large group classes or state mandates (standards, tests, required lesson plans) teacher driven curriculum is necessary. Thus, inclusive DCAP-based curriculum is hard to use. Another most apparent characteristic is a cognitive dilemma that seems to limit the rigorous progress in DCAP-based teacher preparation. Self-awareness of human diversity through autobiographical journey of learning and multiple/multiethnic perspective-taking, which are fundamental to bring DCAP, require prospective teachers' and teacher educators' on-going critical and reflective thinking of 'change'. There is always miss-match between what you think metacognitively and your actual task performance (e.g., You know what is important, why such things is important, but you just don't do it, because it requires more than what you usually do.). We have realized that DCAP-based teacher preparation require our parents, teachers, teacher educators, administrators, and ECE practitioners to engage in social pro-activism and critical reflection within our daily practices. As M. Greene

(1978) has described the "wide-awakened practitioner, we have experienced that our wide-awakened mind does not easily transfer into the continuous and real action of thoughtful teaching for diverse young children. Some of this may be due to factors such as large class sizes and standardized test driven school curriculum pushed for complex social, economical and political reasons. But some of this struggle can also be attributed to the difficulty of the change process itself. In implementing DCAP, many of us share continuous struggles and self-doubts in our professional practice.

What we have learned so far in trying to implement DCAP-based ECE teacher preparation framework is that it is a multifaceted and very complex process overlapping with all other areas of early childhood teacher preparation. It is not always easy to say this is DCAP and this is not DCAP. We have realized that what is critical pedagogy for one area of the country is different from what is critical pedagogy for another part of the country. But overall, our experiences tell us that this approach to teacher preparation is vitally needed if we are to increase teachers' sensitivity to multiple perspectives. As teacher educators, we have learned from one another's approach to implementation of DCAP as well as from our respective students' experiences with DCAP. In addition, we have found that our prospective teachers in different parts of the country have learned from one another through the use of dialoging on the Internet. This could be considered an example of a positive use of technology and contemporary culture in teacher preparation. As we monitor the attempts of ECE teacher educators to do share with one another, we as professors are also enriched in our understandings of what is involved with developing curriculum that is culturally appropriate. The rich result of this collaborative research is that we can now articulate what we are learning about our limits,

dilemmas, struggles, effectiveness and successes. Each voice we add to the discussion expands our understanding and so we continue to reach out to other teacher educators.

DCAP-based teacher preparation takes multiples approaches that are culturally relevant within each community. These approaches allow us to be empowered life-long learners and lead us to go beyond the status quo of our multicultural awareness to bring the new, fresh, powerful realizations of the interconnectedness that exists previously undiscovered amongst us. Those of us, who have experimented with these concepts can think of no other way of being but to inquire into what makes us distinct, different and yet in harmony with one another. To uncover these treasures is indeed one of life's greatest pleasures.

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Appendix I

How do we prepare future Early Childhood Education teachers who are mostly "white", female, from middle socio-economic status and will be working primarily with children from poor Native American culture that is slowly disappearing?

Written by: **Saundra DiPento, Ed.D.,** Associate Professor, Department of Education, Southeastern Oklahoma State University-Station A, Durant, Oklahoma 74701, Tel: (580) 745-2438, Fax: (405) 920-7473, e-mail: sdipento@atoka.net

Background/Philosophy

The Choctaw Native Americans live in the southeastern part of the United States. They are descendents of the Muskogean family, and they are now primarily located in Oklahoma and Mississippi. The Choctaws lived peacefully along the river floodplains in the Southeast. Hernando de Soto and his men discovered them in 1540. This was the last contact with white men until the 1700's. The Choctaw fought on the side of the French in their conflicts with the British. They became allies of the United States and negotiated nine treaties with them before 1830. In 1830, they were compelled to sign a treaty to exchange land in the east for land in the west. They traveled by foot to Oklahoma on the "trail of tears" while many of them died along the way. Within decades, the survivors had built a prosperous society in Oklahoma. Today, the many Choctaw people are an asset to the society of southeastern Oklahoma. In conjunction with the Choctaws, Southeastern Oklahoma State University is situated in Bryan County and located in the middle of Durant, a small yet uniquely diverse town. The community is comprised of Hispanics (4%), African-Americans (10%) and Native Americans (38%). The population of public schools reflects similar percentages related to cultural groups.
Consequently, more Choctaw are being recognized specifically for their contributions to the educational process in the public school system as well as in the community in general.

At Southeastern Oklahoma University, opportunities are encouraged in which undergraduate Early Childhood students develop the capability and sensitivity to respond to Choctaw children in Head Start and public school settings. Most of the prospective teachers are "white", from the middle class, and many of them are first-generation college graduates.

Due to their backgrounds, an awareness of Developmental and Culturally Appropriate Practice terminology is introduced and established as an essential component to effective teaching technique in this locale. During the Survey of Early Childhood course, undergraduates spend thirty hours observation and interaction time in educational settings where Choctaw children are a part of the class. Specific games and varied curriculum activities are observed. Undergraduates also experience community involvement when Native American artisans and crafts people demonstrate the Choctaw Snake Dance, Duck Dance, beadwork, pottery making and weaving. Afterwards, discussion in Survey of Early Childhood university classes ensue regarding what Developmental and Culturally Appropriate Practices have been observed and applied. Preservice teachers must come to understand, appreciate and show sensitivity. They must devise ways to provide their students with positive and significant cross-cultural experiences. Once this theoretical framework has been established, undergraduates

choose a local classroom and gain approval to teach a lesson based on what they have learned. Examples of undergraduate teacher preparation approaches include legendary story telling experiences, units for the Choctaw Native Americans that can be adapted to other Native American cultures and construction of weekly DCAP learning center activities based on experiences that include community involvement. A self-reflection paper including an autobiographical sketch is written by undergraduates. An important outcome is a new perspective and multicultural interpretations of children's development are also given.

During the twenty-first century, children of traditionally under-represented groups referred to as "minorities" will constitute a new majority within the United States (Spencer, 1998). Currently, African-Americans, Asian-Americans, Hispanics and Native Americans constitute one-third of the United States population. Although the Choctaw society is slowly disappearing, the Native American is becoming an increasing percentage of our pluralistic society. Early childhood classrooms will become increasingly diverse; consequently, preservice Early Childhood teaching training must include preparation to meet the needs of young children. Specifically, a primary goal of teachers in southeastern Oklahoma is to provide skills and understanding which allow Choctaw children to live in a pluralistic society. Based on this premise, a formal interview was conducted by an Early Childhood Southeastern University professor with a full-blooded Choctaw female educator. With her permission, a video was made of the interview to share with university students during the Survey course. First-hand information proved to be invaluable within the context of DCAP. It is significant to note that the Choctaw woman is a graduate of Southeastern, and her husband is a full-blooded Caucasian who has also taught public school and served as an administrator. A key statement that "she had to learn to be a white person" carries with it the obvious societal prejudice.

Findings: Major points gleaned from the interview are:

* An Abrupt Awareness: Moving from one's Native American culture into another one having different values produces a form of disorientation. (Teacher trainee programs need to bear witness to the reality of this statement.)
* Seeking Balance: Reviewing one's Native American culture in the context of new culture brings a degree of perspective. (Teacher trainee awareness, sensitivity to and a respect for differences needs to be a natural part of curricula.)
* Returning Home: With age and experience, one can return to Native culture bearing the knowledge gained in the other culture. (Teacher trainee programs must emphasize what is "normal" for each child endeavoring to provide a "comfort" zone.)
* Values in Conflict: Marriage between members of different cultures produces conflict, but can be surmounted by love and commitment. (Teacher trainee programs should deal with reality, and problem solving skills are an essential educational goal.)
* Inevitable Prejudice: Ignorance of cultural differences produces unintentional pain. (Teacher trainee programs should be designed to provide as much pluralistic information as possible with emphasis placed on the importance of compatability.)
* Imposition of Values: Imposing the values of the primary culture on the secondary culture produces confusion. (All cultures should be considered important; Native

American values and beliefs need to be acknowledged and understood through Developmental and Culturally Appropriate Practices within teacher trainee programs.)

* Passing on the Culture: Folk tales and stories provide a culturally rich means of passing on their culture.(Teacher trainee programs should include Native American legends and effective story telling techniques.)
* Developmentally and Culturally Appropriate Practices: Age and stage are determinants. (Teacher trainee programs need to include goals for education that are multicultural, anti-biased and appropriate messages for young children.)

Conclusion:
The mission statement of the Early Childhood Education Program at the University of Southeastern Oklahoma State University is based on the National Association of Early Childhood Teacher Education principles with a main thrust on the guidelines of the National Association of Education for Young Children. Most prospective teachers are from middle class "white" backgrounds with very limited experiences with human diversity. The majority of the public schools have a large population of children from poor economic backgrounds of which a percentage possess Native American diversity. The goal of the DCAP-based teacher preparation program at Southeastern is to provide them with appropriate and culturally sensitive training and develop their competencies to work effectively with Native American children as well as ALL young children.

Appendix II

How Do we Prepare Future Early Childhood Education Teachers Who are Mostly Hispanic (Over 98%) from middle to low income backgrounds to work with children and families from diverse backgrounds?

Written by: **Georgianna Duarte, Ph.D.,** Professor, University of Texas Brownsville, Brownsville, Texas 78578, Tel: (956) 454-6100, Fax: (210) 982-0293, e-mail: Duarte@UTB1.UTB.EDU

Background/ Philosophy

In the border regions of South Texas and northern states of Mexico, there are predominately Hispanic, and native born Mexican Nationals that are students and teachers of the public school districts. Over 98% of the population in the region speak Spanish, and the majority of students (over 86%) of the students who enter the early childhood program are bilingual in English and Spanish. However, the region is rapidly changing, and due to international businesses, the international port of Brownsville, Texas, more and more language groups are becoming a part of the community. However, these diverse language groups are few in number, and the region remains fairly stable in that four and five generations of families have selected to stay in the region, and have not been mobile as in other parts of Texas. Consequently, the opportunities for University students to engage in activities that are diverse truly need to be systematically planned and intentional in the teacher preparation program. Another factor that compounds the demographics was expressed in a student survey of 100 students where 84% stated that they had not traveled out of the region (county or state), and the average age was 31 years.

In efforts to provide opportunities, the undergraduate program has included numerous field-based experiences in private child care, Head Start Programs, and public school settings. In addition to these, the undergraduate student is required to fulfill community-based activities within each course (a total of six courses) and these are planned with various diverse groups. Each field experience and community based activity has a diverse component that includes interactive activities that offer students an opportunity to interact with other cultures other than their own. Special international events such as El Dia de los Ninos, United Nations Day Celebrations, and various binational
conferences are required experiences of the students. Given the changes in general standards for teacher education, there is increasing attention given to research evidence that students critically need course content, and field experiences that are more carefully inclusive of diverse populations.

The focus of this preparation program is to help students develop knowledge and skills in curriculum (what to teach) and instruction (how to teach in early childhood education), and to provide experiences in educational research related to the education of the young child, and that includes children from backgrounds that are different than their own. Clearly, this includes numerous experiences, and intentional opportunities to interact with diverse populations.

The University of Texas at Brownsville Early Childhood Education Program fosters critical thinking skills, humane concern for others, acquiring knowledge of human and individual development, developing an understanding of the learning process within the contexts of the humanities and the science and social science disciplines. The knowledge base recognizes cultural diversity, the importance of parents, the community, and other social influences on the learner, and implements this belief throughout the students' course of study with clinical experiences. These clinical experiences are focused, and for the most part the groups are small in number. Course content, objectives and activities clearly embrace the Mission Statement of the University which articulates a clear respect for binational, and bicultural projects, but the need is greater than serving the needs of two cultures or two languages in our increasing global society.

Given the critical needs of future teachers in the border region, restructuring efforts are ongoing in the School of Education because Texas has created new teacher certificate levels which embrace prek-4 grade levels. However, even with the newly restructured programs, the needs to work with diverse learners continues to be a challenge in working with future teachers.

A variety of data have been collected in the efforts to re-examine ad restructure the Early Childhood Program. These include:
l) A Autobiographical survey: The survey is used as a tool of reflection, self examination and discussion in a variety of ECE courses. The survey is also utilized as a planning tool for professional development for the student, and as a document of learning in their portfolio.

2) Cultural Diversity Content is integrated in four of the ECE courses (total=six), as well as a separate course in cultural diversity.

3) Within the context of their field work, and their ECE coursework, the students engage in a variety of problem solving activities that challenge their belief systems, their attitudes, and biases.

4) Book Critique: The students are encourage to read a book, and critique it over the course of their practicum. These selections are specifically representative of groups other than their own.

5) Interviews of faculty, community individuals or friends that are from diverse cultures.

6) Community based work: Students engage in variety of work that places them in the cultural context of an agency, preschool, or institution that serves a population that is different than their own.

7) Ethical and attitudinal issues are also examined across the program.

The Early Childhood Education Undergraduate Program includes an emphasis

on the values of multicultural diversity in a pluralistic society. All six courses provide field experiences which include opportunities for observation and involvement within a conceptual framework that fosters the students' abilities to analyze community forces and encourages students to assume responsibility for their own learning through individual and cooperative learning activities.

The mission statement, and core thrust of the Early Childhood Education Program at the University of Texas at Brownsville is based on the Teacher Education Guidelines proposed by the National Association for the Education of Young Children, the Division for Early Early Childhood of the Council for Exceptional Children, the National Board for Professional Teaching Standards, and The Texas Education Agency.

Process Oriented DCAP meaning Making Dialogue With Students: Process oriented dialogues take place in three formats throughout the undergraduate program of Early Childhood Education students. These include: l) reflective activities , 2) professional journals, 3) professional portfolios, 4) monthly educational seminars (this is in addition to normal class hours), and 5) internet dialogues.

Diverse Experiences: During the Undergraduate program in Early Childhood Education, the student will have a variety of opportunities to observe and participate in international activities. These include:

1) Home visits
2) Special Events (El Dia de Los Ninos, United Nations
3) Presentations
4) International Site Visits: Matamoros and Ciudad Victoria, Mexico
5) Guest Speakers: China, Saudi Arabia, Taiwan, etc. classes.
6) Enroll in an international course, EDEC 6310.60 that involves a week of educational activities in Ciudad Victoria, Mexico. (June 1- June 7) This course is team taught by Dr.Graciela Rosenberg.

The Undergraduate student in the early Childhood Education Program has the opportunity to:

1.Observe and document children's behavior in a variety of settings. These include early childhood classrooms:

A. Infant and toddler settings
B. Preschool environments
C. Public School settings: Three year old classrooms to Grade Three.

2.Plan and implement a variety of developmentally appropriate lessons with children.
3.Work and collaborate with Mentor teachers who are specialized in Early Childhood Education.
4.Participated in campus based infant/ toddler activities that are implemented in the university classroom.
5.Utilize a variety of observation Instruments assessing children's' development and learning.

Community Activities: The early childhood education student has opportunities to participate in community based activities. In each course, there are identified opportunities that allow the student to work with children and families. These include:
1.Site visits to Brownsville Medical Center
2.Workshops at the Tip of Texas Family Outreach Center
3.Directing and Conducting the Bilingual Story Hour at the Brownsville Public Library
4.Site visits to community programs across the valley, state, and country.
5.Guest Speaker Trainings: Texas Child Care Protective Agency, and
Region One Infant & Toddler Services
6.Opportunities to serve on community boards as members or guest speakers.
7. Work closely and volunteer for the Homeless Shelter

Professional Opportunities: In terms of professional activities, the Early Childhood students has the opportunity to participate in a wide variety of professional activities:
1.The University sponsors an affiliate organization, Brownsville Association of the Education of Young Children. The affiliate provides monthly educational meetings, and hosts a comprehensive annual Early Childhood Conference in Brownsville, Texas.
2.The student has the opportunity to join other professional organizations:
A.Texas Association for the Education of Young Children
B.National Association for the Education of Young Children
C.Rio Grande Valley Association of Bilingual Education
D.Texas Association of Bilingual Education
E.Phi Delta Kappa
F.International Play Association
3.The Undergraduate student has the opportunity to serve as an officer in the local affiliate, BAEYC.
4.The Undergraduate student has access to a variety of early childhood journals and resources in the University Library, and the Brownsville Public Library.
5.The Undergraduate student has numerous opportunities to present individually or on a panel at a local, state, or national conference in Early Childhood Education.
6.The Undergraduate student is encouraged to participate in writing articles for professional publication, research based activities, and grant proposals.

Conclusion: Given the small community, and size of the cohort groups at the University of Texas at Brownsville, many collaborative activities and diverse experiences are possible across the undergraduate and graduate programs in Early Childhood Education. Also, the NAEYC affiliate called the Brownsville Association for the Education of Young Children provides numerous opportunities for students to interact with the guidance of mentors. Due to the large number of opportunities for students to have fairly interactive experiences with diverse cultures, there are a number of important learning outcomes for the students. First, participants gain valuable information about a variety of settings, curriculum, methodology, and history throughout the program. Second, the student has the opportunity to developed numerous professional and

personal relationships through the schools, centers, and agencies. Third, the students learn a great deal through relations, and creating projects with other professionals. Finally, each student will learn about the importance of learning and growing by working with other individuals from diverse cultures.

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Appendix III

How Do We Prepare Future ECE Teachers who are from Multicultural Communities and will be Mostly Working with Children from Multiethnic and Multilingual Cultures?

Written by: **Rosario Morales, Ed.D.**, Associate Professor, Division of C & I School of Education, California State University-LA, 5151 State University Drive, Los Angeles, CA 90032-8142, Tel: (213) 343-4358, Fax: (213) 343-5458, e-mail: RMor102734@aol.com

The context in which this research was conducted is a highly multicultural/multilingual university. The race/ethnic groups that make up the demographics include Latinos 52.6% (8,968); Asian Americans/Pacific Islanders 21.7% (8,702); Whites, Non Hispanics 16.4% (2,795); African Americans 8.9% (1,513); and American Indians 0.5% (86). The citizenship status of the students is mostly U.S. citizens 76% (14,899), with 18.1% (3,540) as immigrants and many foreign and non-resident students 4.9% (965) (*Cal State L.A. Facts,* Dec. 2000). The student body mirrors its surrounding communities. The Latino population is made up of people from many countries including Mexico and Central and South America for example, Guatemala, El Salvador, and Ecuador. The Asian communities are made up of Chinese, Vietnamese, Japanese, Korean and others. There are also a large number of Armenian families in various communities. There are new immigrants that continue to settle in the surrounding communities as well established families, 2nd to 4th generations that add to the diversity of the community as well as the university. The university is located in at the center of this highly populated urban area.

The largest number of students is in the Child Development Program in the College of Health & Human Services 20.9% (4,095) followed by students enrolled in College of Education 19.3% (3,778) that also includes credential students. The average age of all of the students at the college is 27.

Preparing students to be effective and culturally sensitive teachers is mission of the Charter College of Education. The theme states that the college is… "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 2lst Century". All of the students in the undergraduate Urban Learning Program, credential as well as in the masters degree programs need to be able to understand children from diverse cultures and have the skills to meet the challenge of meeting their needs when they step into the schools and classrooms in their communities. For the last six years this researcher has been working toward preparing early childhood students to meet the multicultural goal in the theme of the college through a course entitled, Cultural Diversity in the Early Childhood Classroom: Needs and Opportunities. This course is part of the master's degree in Early Childhood/Primary Education, an option in the Masters of the Education. The course attempts to address the educational, social/political, and critical issues that affect the teaching profession and local schools. It is dynamic in its design as it is continually changing to meet the needs of the students to prepare them to work effectively with culturally and linguistically diverse children and their families. It is taught once twice a year and the average size of the class is 28 students.

Although the students at this university are in a culturally and linguistically diverse setting, it is not assumed that they are knowledgeable about other cultural groups,

sensitive to their needs or that they have the skills needed to be effective in their teaching of diverse students. The cultural diversity course was developed to specifically address early childhood and primary education students. It provides them with opportunities to develop cross-cultural perspectives on urban preschools, children's centers, and primary grades in elementary school and emphasizes the role that cultural contributions of diverse communities play in a child's self-image and learning potential. The goals of the course are to assist in developing students' awareness of the impact cross-cultural understanding has on education and society; to define the role educators of young children have in bringing about change to combat discrimination and prejudice; and to raise students' confidence in their ability to provide an appropriate educational program for young children that promotes a positive self image and appreciation of others. Students are prepared to have knowledge of a) current literature and research that support the need for a culturally-sensitive curriculum that provides insights to the needs of all students; b) socialization processes that affect the development of young children's self image and attitudes toward diverse cultures including culture, ethnicity, gender, social class, religion, age, exceptionality, and language; c) developmentally and culturally appropriate practice in early childhood education from a culturally diverse perspective; d) theories underlying the various approaches to early childhood education, including the anti-bias curriculum approach; e) selecting and developing appropriate instructional materials that promote a multicultural perspective and appreciation of cultural diversity; f) the contributions of children's home, culture and community to the development of self image and academic achievement.

The students learn about Multicultural Education (Banks, J. A., & Banks, C. A., 1989; Ramsey, P. G., 1998 and Sleeter, C. E., 1991); Transformative Education (McCaleb, S. P., 1994), Critical Pedagogy (Nieto, S., 1996; Freire, P., 1970), Developmentally and Culturally Appropriate Practices (DCAP) (Hyun, E., 1998), and Anti-Bias Curriculum (Derman-Sparks, L., 1989).

Each of these approaches to multicultural education has specific goals and students acquire an understanding of their perspectives and outcomes. Multicultural Education provides students with the historical background on the education of minorities and marginalized groups; Transformative Education helps them to envision social action as a way of empowering children and parents; Critical Pedagogy empowers them to question the status quo and develop a more democratic classroom. DCAP and Anti-Bias Education provide them with the theory and practices of culturally relevant education for early childhood educators.

The instructional strategies and research activities in the college course provide opportunities for students to reflect on their own experiences and to learn more about themselves, their biases and attitudes. Problem posing activities, fieldwork experiences, lesson planning and learning from the community are part of the strategies that assist students and challenges them to broaden their perspectives about diverse children and families. Pre and post surveys have been conducted to document and analyze the changes that have occurred in students' learning during the course. The fieldwork experiences provide face-to-face contact with culturally and linguistically diverse children and families. The results from the fieldwork experiences and reflections of the students document the learning and appreciation of diversity that has taken place. Students develop culturally relevant lesson plans and share ideas for implementing

developmentally and culturally appropriate and anti-bias practices in their classrooms. They learn about the relationship between theory and practice through these experiences. Their insights are shared orally through class discussions and are also reflected in their journals.

The following are some of the instructional activities/assignments that have been utilized in the course: a) Research Project: A Parent-Child Co-authored Book and research paper;
b) Prop Box: Learning about Different Cultures and project paper; c) Child Observation related to the Development of Racial Awareness; d) Lesson Plan on Cultural Diversity and Demonstration; e) a Field Trip to a Multicultural Children's Bookstore; f) a Field Trip to a Children's Center; g) In Class Problem Posing Activities, for example, using the tenets of Transformative Education to develop of activities to meet diverse students' needs and ideas that teachers can implement for parent involvement.

The results of the students' experiences with the course projects, activities, fieldwork and other data analysis from class surveys have provided this researcher with valuable information for evaluating and revising the course. The students' reflections indicate that many have developed insights into their own professional growth in the area of multicultural education and developmentally and culturally appropriate practices. Many of the students often began the course and participated in some of the activities and assignments with assumptions about their own knowledge and level of understanding of diverse children, families and communities. Some students were negative or apprehensive, while others had little experience with or knowledge of the cultural differences and cross-cultural similarities. Many have shared at the end of the course that through their experiences in class, fieldwork, projects and reflections of their learning, they have confronted their own biases and have grown to appreciate the cultures and traditions of others. They have learned about the cross-cultural commonalities of various cultures in their communities as well as their unique differences. It is this researcher's belief that as the students share and discuss about what they have learned, they have broadened their perspectives and this has resulted in new ways of thinking. They have begun to ask critical questions about the current social/political issues that affect education and the children that they teach. They know that this will invariably affect them also. This knowledge and new way of thinking seem to indicate a sense of empowerment for the students as many have stated that they want to make a difference in children's lives and are making a concerted effort to appreciate and honor children's cultural backgrounds and involve their families in their children's education.

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Appendix IV

How do we prepare future ECE teachers who are from monocultural rural areas and will be mostly working with children from other rural monocultural influences in order to respond to the world globalization?

Written by: **Celeste Matthews, Ph.D.,** Associate Professor, Department of Education, Winona State University, MN, Winona, MN, 55987, Tel: (507) 457-5875, Fax: (507) 457-5354
e-mail: cmatthews@vax2.winona.msus.edu

During the year 2000, a colleague and I received a small RITE (Rural Integration of Technology) Grant from the MN Dept. of Education to pursue a study entitled **Exploring Multicultural Experiences for Student Teachers on the Internet**. It was our hope that by locating and evaluating multicultural websites, our regional students would develop a greater appreciation of cultural diversity and sensitivity by understanding the availability of multicultural information on the World-wide Web. Our intention was to help them to become more culturally sensitive classroom teachers.

Students were assigned to find several Web sites where they could have interactive multicultural experiences on the Internet with other people (ideally student teachers) from different cultures and learn about other cultures. We hoped the students would turn up sites where children could have interactive experiences on the Internet as well.

The spring semester students found 10 sites and the summer session students found three sites each. These sites were to supposed to offer interactive experiences for the viewer. Students were given a week to locate and evaluate these sites. Students then completed a word document with a short description of each site and selected three sites to evaluate further. The three sites were to be from the identical multicultural group. Students evaluated the site design and educational value of each. Following this, the students were asked to put together a PowerPoint presentation to introduce their sites, the age groups and classes they could be used for, extensions or other assignments they could give students, the expected outcomes for using these sites, and evaluate how important the information was to their own multicultural understanding.

The sites they located can be broken into the following categories: informational, interactive, and activity-related. Informational sites included information about countries and cultures. Interactive sites offered some interaction for students such as chat rooms, e-mail possibilities and an overseas classroom that you could visit electronically. Some students were able to locate sites where there was an opportunity for teaches to interact with other teachers. The site http://www.kapiti.co.nz allows teachers to chat with other teachers all over the world. The activities sites included experiences such as a safari through a jungle in Africa, Japanese renditions of English names, dance videos, music or entertainment clips.

Students perceived benefits from their Web searches. Comments included general ones such as amazement at the number of available sites and the availability of teaching strategies from people all over the world, as well as comments that more closely corresponded with James Bank's multicultural stages. Included are some examples of several categories of feedback.

Student as tourist.

"Many people don't know a lot about the culture of children in Japan except as Pokemon (S.G.)"

"I was able to see Tokyo as a real urban city, rather than how it was depicted in Encyclopedias. I felt a better connection with the people in Tokyo than I had before. They go to work and school just like I do (S.G.)."

"I learned about the important role of dance in Africa and the intricate steps that I would take time to teach to my students (J.W)."

Students as reflective practitioner:

"This was incredibly valuable in that the technology that we have in the U.S. is often taken for granted. You look at new schools that are built today and everything that they are equipped with is amazing. Then, log on to this site and you'll see just how different it is in other parts of the world, where school rooms need to be locked because vandals will break in to use the bathroom. (J.W.)."

"(I realized) that you are able to incorporate a different culture into the classroom at any time and at any age, making it useful and knowledgeable, yet enjoyable (A.M.)."

Students reflecting on their own culture

"I found opinion pieces linked to this page to be quite useful. They helped reveal ideas and values that being 'white' I might not think about (N.P.)."

"This site allowed me to see and experience many areas of Native American culture that I may not have been able to attain in real life (N.P.)."

"I found the religion in this country to be of particular interest. I am not a completely avid Christian, but I know my beliefs, and I find it very interesting of what the beliefs are in other religious backgrounds (E.K.)."

Regardless of reported benefits such as the ones cited above, not all students perceived benefits from this exercise. An example would be the following comment: "Not many different experiences affected me (S.H.)."

Overall, we were pleased with the student interest and participation. Some students self-reported increased sensitivity to other cultures. Many students were very enthusiastic about the sites and planned to use them when they teach. As a result of doing this study, we believe that students can have a broader perspective and exposure to other points of view when they access the many wonderful sites that we uncovered in our study.

Disappointingly, we did not find many sites that were interactive for student teachers because interactive sites are still new. We expect that opportunities will increase in the near future because of the Web's rapid growth. URL sites will also be changing rapidly. That aside, we found this to be an important opportunity for student teachers to expand their multicultural awareness.

After the study was completed, my colleague, Jane Voelker, and I created a CD-ROM with descriptions and links to each of the most highly rated web sites, which we sold commercially. That too, was our attempt to continue the efforts to help others in education learn the value of the Worldwide Web for bringing students around the world closer together.